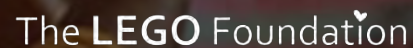


play to learn

Welcome to the launch of the Play to Learn
Resource Hub



Agenda

- Welcome & Housekeeping
- Play to Learn Programs & Resources
- Play-based Learning Panel Discussion
- Resource Hub Demonstration
- Q&A
- Close and thanks

ECD in Emergencies Be Ready, Be Strong Program Ahlan Simsim



Laila Hussein







In centers,
schools and
other spaces



At Home

وداع نبتة معزوزة

ماتت نبتة معزوزة التي نُحِبُّها كثيراً. في هذا المربع ارسم مع معزوزة لوحة صغيرة لذكرياتها الجميلة مع هذه النبتة.



"Draw it out" song



["Help is in the way" video](#)



Program

Be Ready, Be Strong

In person Lebanon Syria Türkiye Psychosocial Support Preschooler (3–5)

Kindergartner (5–6) Big Kid (7+)

Supporting young children and caregivers affected by natural disasters, acute emergencies, and conflict.

Share

Favorite



Our Work / What We Do / Play to Learn Resource Hub / The Program Catalog / [Be Ready, Be Strong](#)

Download our resources at this link:

<https://bit.ly/bereadybestrong>



A man wearing glasses and a dark vest over a striped shirt is seated in a wheelchair. He is leaning forward, holding a small yellow object in his hands, and appears to be interacting with two young children sitting on the ground. One child is wearing a yellow shirt, and the other is wearing a dark floral dress. A colorful stacking ring toy is on the ground between them. In the background, a woman wearing a red patterned headscarf is partially visible. The setting is an outdoor courtyard with a corrugated metal wall and some green plants.

Gindegi Goron

IRC Bangladesh

Ahsan Mahmud

"Gindegi Goron"

An Integrated ECD Approach to Reach Rohingya and Host Community Families in Cox's Bazar

Through

Technology, Innovation and Blended Modalities

To Caregivers

Who receive messages about health, nutrition, play, and early childhood development (ECD) through interactive voice response (IVR) calls, text messages, quiz questions, remote follow-up, and home visits.



IRC Bangladesh

Aimed to:

- Improve caregivers' nutritional status and mental health; knowledge of early childhood health, nutrition, safety, and caregiving; and practices of responsive caregiving and early learning.
- Bring a 'whole family approach' for ECD at household level.

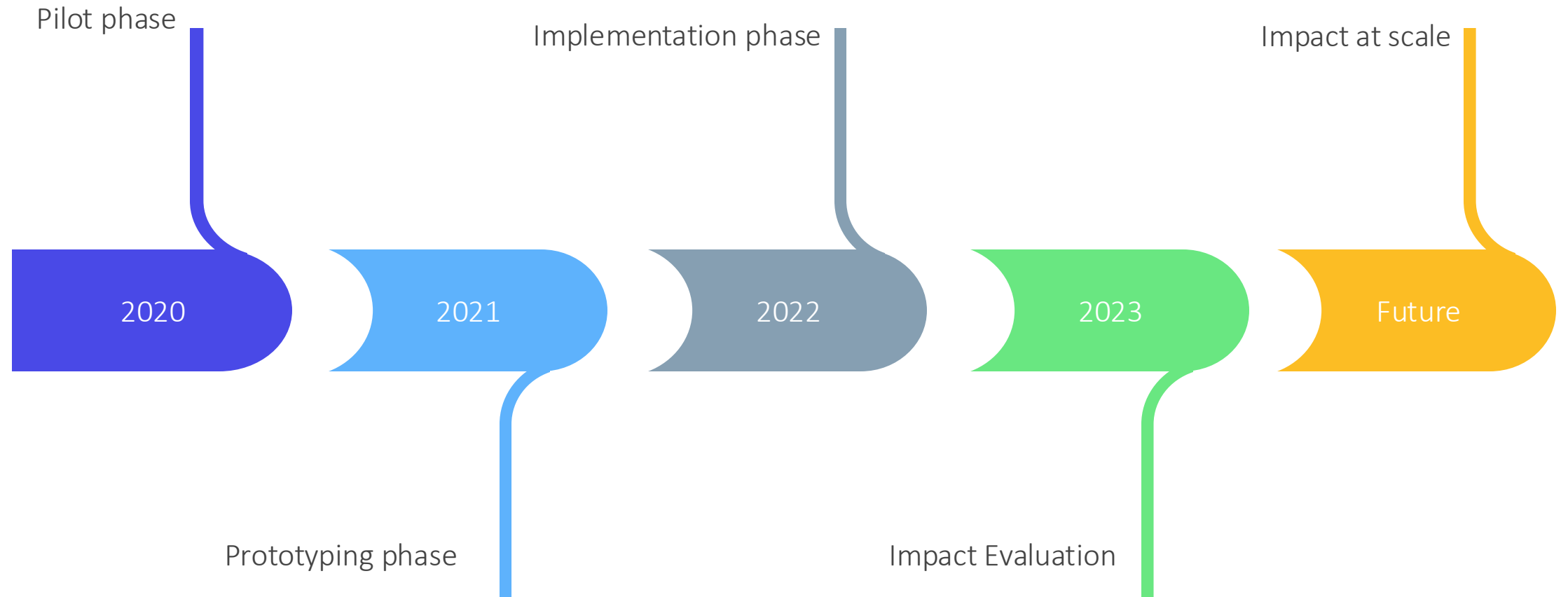
Reached 25,358 People

(Young Children and Caregivers)

One mother explained

"I regularly listen to IVR calls and follow the IVR messages. Now my baby is 23 months-old, and I have learned from IVR calls, how to behave with my child at what age; what kind of food to feed them; and what is the benefit of talking to my child, etc. Now, during feeding, I usually talk with my child, telling a story and I also don't force him to eat. Now my baby talks a lot. My husband and I are so happy to see the improvement in my baby's attempts to speak".

IRC Bangladesh



IRC Bangladesh



IRC Bangladesh

Key learnings:

- Age-specific messages and culturally relevant content enhances localization, contextualization, and message uptake.
- Safe, relevant, and accessible program lets Families to feel empowered to influence and shape the program.
- Increased contact time allows more household visits or IVR messages.
- Dedicated phone line improves outreach and addresses specific needs effectively.
- Sector integration and collaboration with health, protection, and livelihoods ensures comprehensive outcomes.
- Funding helps to create a supportive environment for family involvement and children's development.



Key Findings: RCT and Cost Effectiveness Analysis

- ✓ The 'Gindegi Goron' model has significant impact on children compared to control group
- ✓ In terms of cost-effectiveness, only remote intervention needs below \$100 to support a single household. *(Each household includes up to three family members and two children)*



Download our resources: <https://bit.ly/gindegigoron>




Program

Gindegi Goron

Hybrid Bangladesh Health Baby (0-1) Toddler (1-3)

Delivering playful parenting, health, and nutrition advice via an interactive voice response system to parents of children under 2 years old.

Share 

Favorite 



[Our Work](#) / [What We Do](#) / [Play to Learn Resource Hub](#) / [The Program Catalog](#) / [Gindegi Goron](#)

Program Case Study

Putting young children at the centre of the crisis response

BRAC Humanitarian Play Labs

Cox's Bazar, Bangladesh

Junayed Alam



* UNHCR Data Sheet (Data as of 30 October 2017)

- Over **700,000** displaced people crossed the Myanmar-Bangladesh border during the August '17 influx
- Most of them were **women and children**
- Demography:
 - **54%** below age of 18*
 - **52%** women and girls*
 - **19%** below age of 5*

- Around **30,000** existing registered refugees are currently in the densely packed Humanitarian camps in Cox's Bazar
- **5000** acres of land dedicated to the installment of the camps
- Dedicated officials and CICs



Photo Credit - CNBC



Photo Credit - BRAC IED

- Opportunities for play, stimulation and healing within safe, familiar spaces
- Retention of individual and community identity and feeling of belongingness through preservation of cultural elements
- Building resilience and nurturing children's spontaneity through play-based curriculum
- Community empowerment

Centre-Based Humanitarian Play Labs (ages 3-5)

- [Play-based curriculum](#) which promotes learning, healing and retention of cultural identity
- **Traditional** play activities, *Kabbya* (Rhymes), *Kissya* (folktales) and art are an integral part of the curriculum
- Space design created with support from the Rohingya community reflects the intrinsic elements of the Rohingya culture
- In the HPLs, play is not only a medium for engagement but an essential component of cultural relevance for children



Photo Credit - BRAC IED



Photo Credit - BRAC IED

Socio-Emotional Learning Practices within HPL Model

- Different SEL practices are integrated in different aspects throughout the routine (e.g. safety messages,, social & moral values, teamwork, etc.)
- Different play elements foster children's ability to socialise, build empathy and develop emotional regulation
- Unique play activities from the Rohingya culture nurture team building, coordination, and collaboration
- SEL practices are extended beyond children and focuses on mothers, fathers and other caregivers as well

Creation of [Space Design & Play Materials](#) with Communities

- co-created with communities for contextualization and cultural relevance
- Community engagement from design to evaluation
- Sense of belonging
- Understanding the best approaches to communicating and working with communities positively





Role of [Play Leaders](#) in the HPLs

- Young women recruited from the community to facilitate the sessions
- Trained rigorously on different aspects of child developmental domains, including SEL, and on areas of child protection, child observation and safety.
- Play Leaders also work with parents and caregivers, facilitating sessions on caregiver attachment, building parent-child interaction, and more.

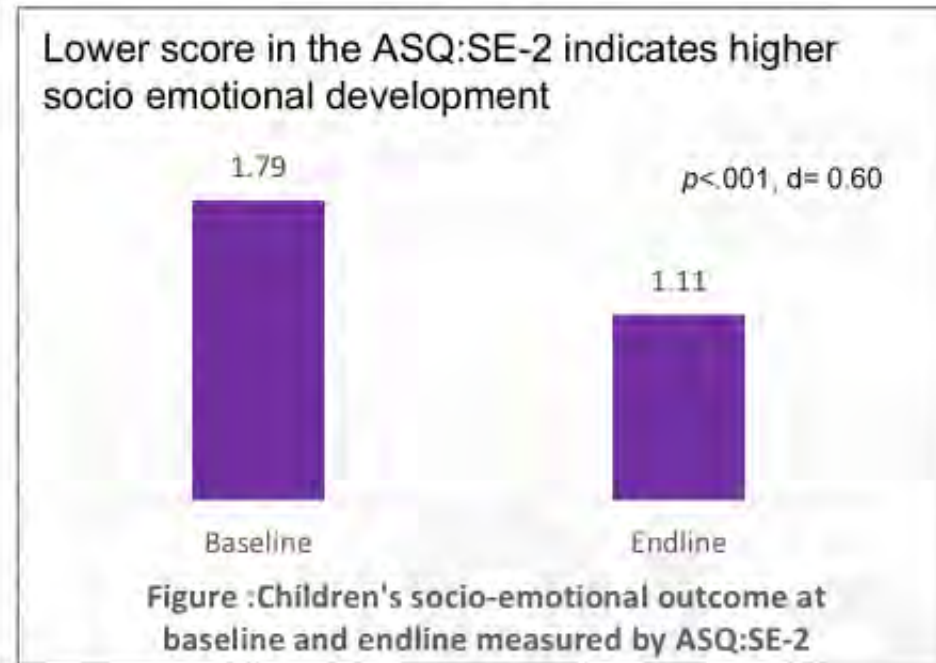
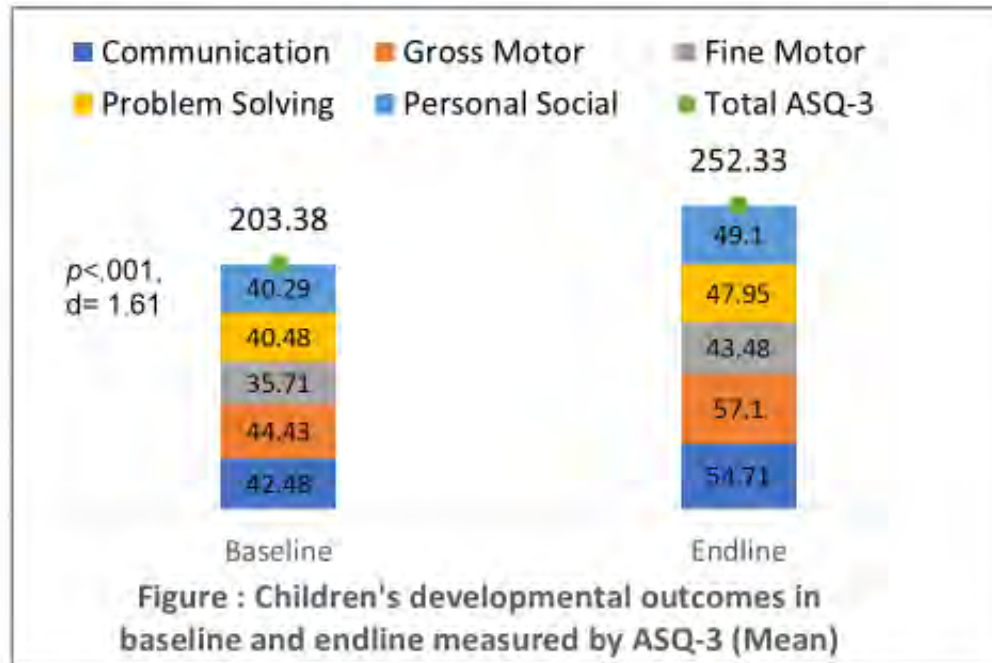
Scale and Reach

- Owing to the success of the HPLs, the model was adapted and scaled to include children, as well as mothers and fathers, within an earlier age group (0-3 y), which ensured a holistic approach to ECD in humanitarian settings
- Total number of children reached in 304 HPLs (119663)
- Total number of caregivers reached in 304 HPLs (116773)
- Total number of children & mothers reached in the 0-3y age group (149871)
- Total number of fathers reached in the 0-3y age group (6272)



Findings: 3-5y Center Based HPL Children's Outcomes

Children demonstrated positive changes in the total ASQ-3 score and Socio-emotional development in ASQ:SE-2.



Caregivers' wellbeing positively correlated with children's wellbeing ($r = .70$, $p < .05$)

Findings: 3-5y Center-based HPL Mothers Outcomes

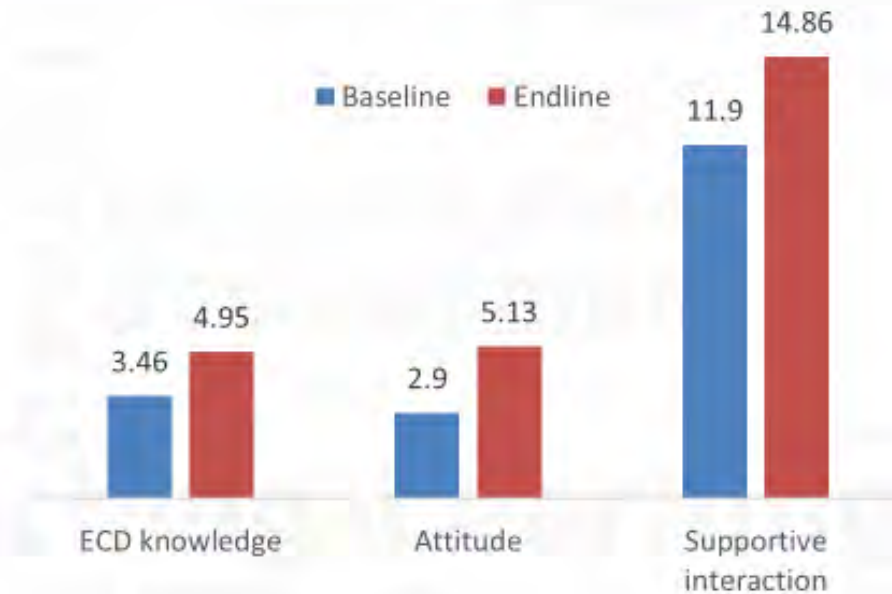


Figure: Caregives' Outcomes measured by KAP

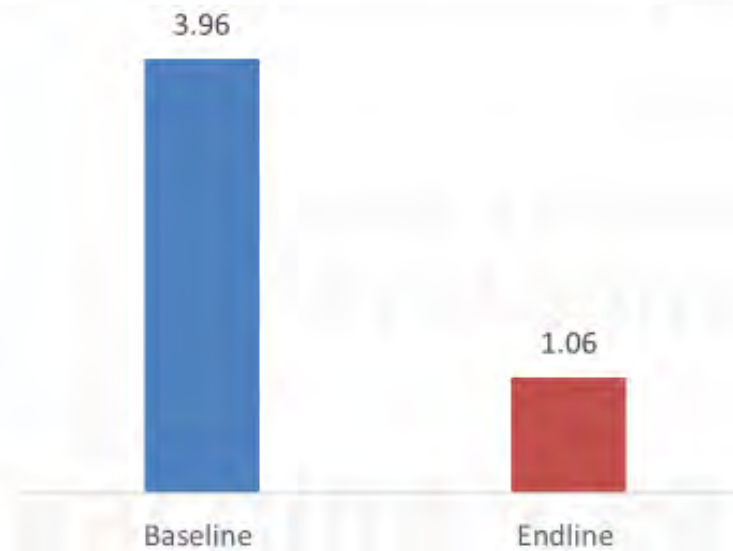
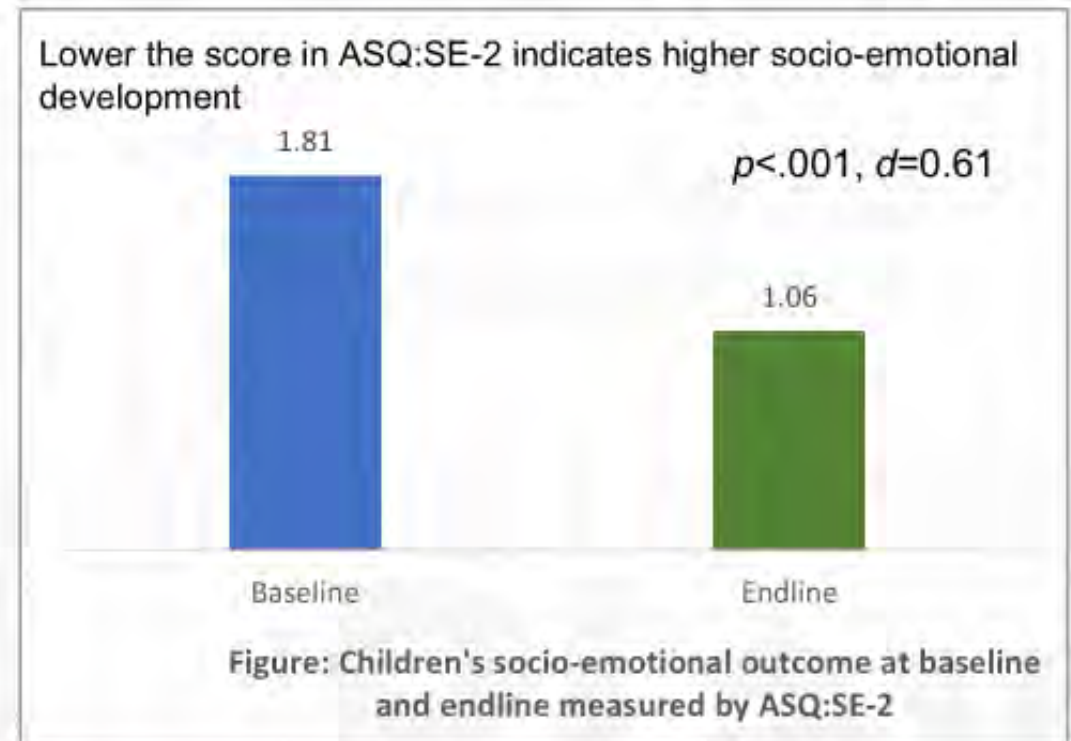
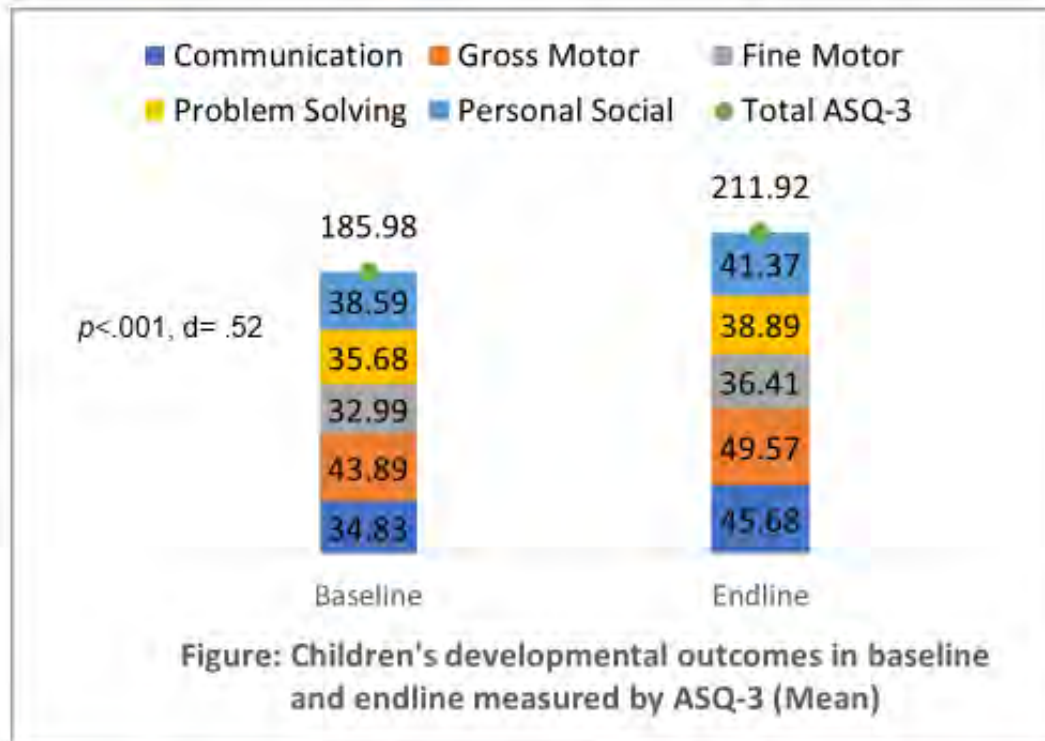


Figure: Caregivers' depressive symptoms at baseline and endline measured by PHQ-9

Findings: 0-3 Home Based HPL Children's Outcomes

Children demonstrated positive changes in the total ASQ-3 score and Socio-emotional development in ASQ:SE-2.



Caregivers' wellbeing positively correlated with children's wellbeing ($r = .88, p < .05$)

Findings: 0-3 Home-based HPL Mothers Outcomes

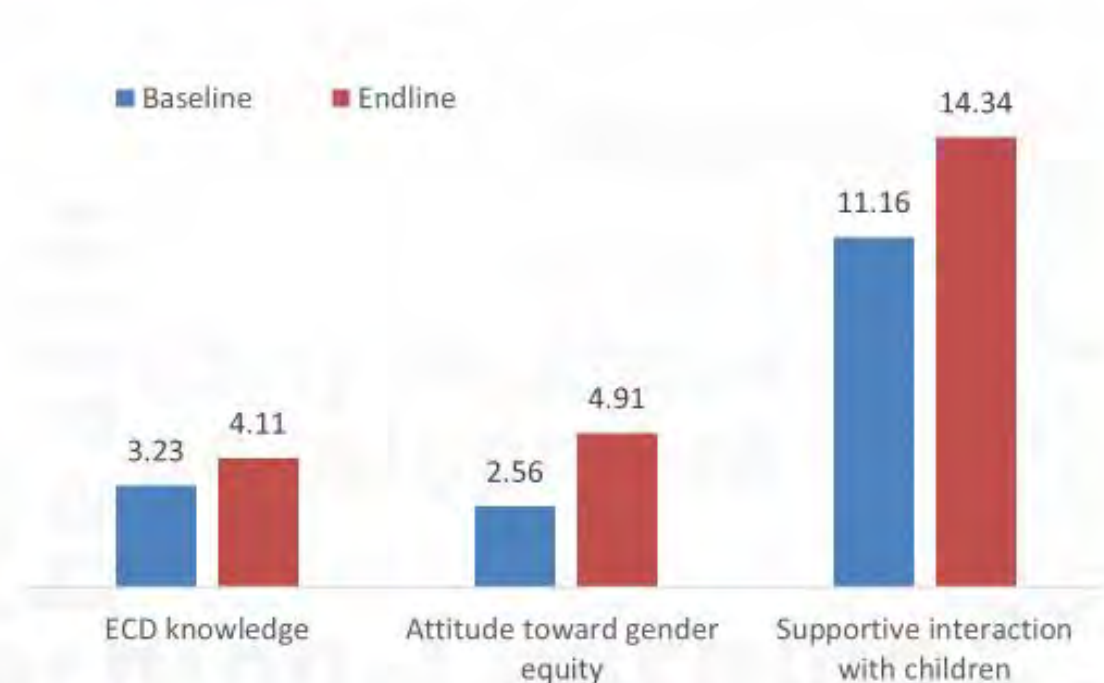


Figure: Caregivers' Outcomes measured by KAP

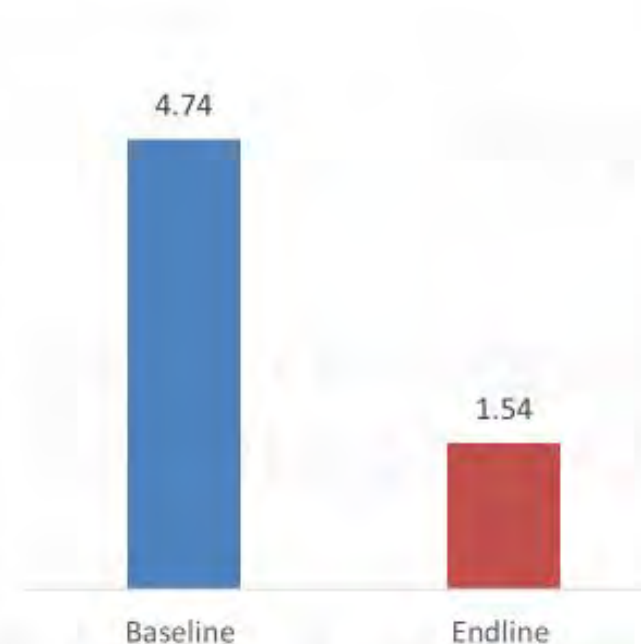


Figure: Caregivers' depressive symptoms at baseline and endline measured by PHQ-9



Fathers' Engagement Impact Evaluation Results

- Improved relationship with children and spouse
- Increased responsiveness and interaction with to children
- Improved emotion regulation and anger management
- Decreased harsh discipline towards children

Source: Impact Evaluation by NYU Global TIES



Lessons Learned

- Communities and traditional cultural practices plays an integral role in the development and healing process of children
- When working to build children's resilience, and retain their playful spontaneity, it is important to work with the different ecological tiers surrounding the child (i.e. parents, caregivers, communities)
- Play-based learning and healing needs to be scaled for all age groups
- Impact with host government: The ethos of the model has significant impact on government of Bangladesh's models for children's pre-primary learning and development

Download our resources



Humanitarian Play Lab

At Humanitarian Play Labs, Play Leaders and Project Assistants foster young children's development by engaging them in culturally grounded playful activities, such as kabbyas, kissas, physical play, and art.

<https://bit.ly/humanitarianplaylab>



Father's Engagement Model

A parenting program that promotes fathers' well-being and health child development through play. It encourages fathers to be respectful spouses, create a nurturing home, better understand their own emotions, and develop positive, playful, and respectful relationships with their children.

<https://bit.ly/fathersengagement>

SESAME WORKSHOP™

Watch PLAY Learn



Leslie Cuellar



Innovative Partnerships for Child Well-Being:

Evidence from Semillas de Apego and Sesame Workshop Integration

Mariana Bonet de Vivero



October 2024



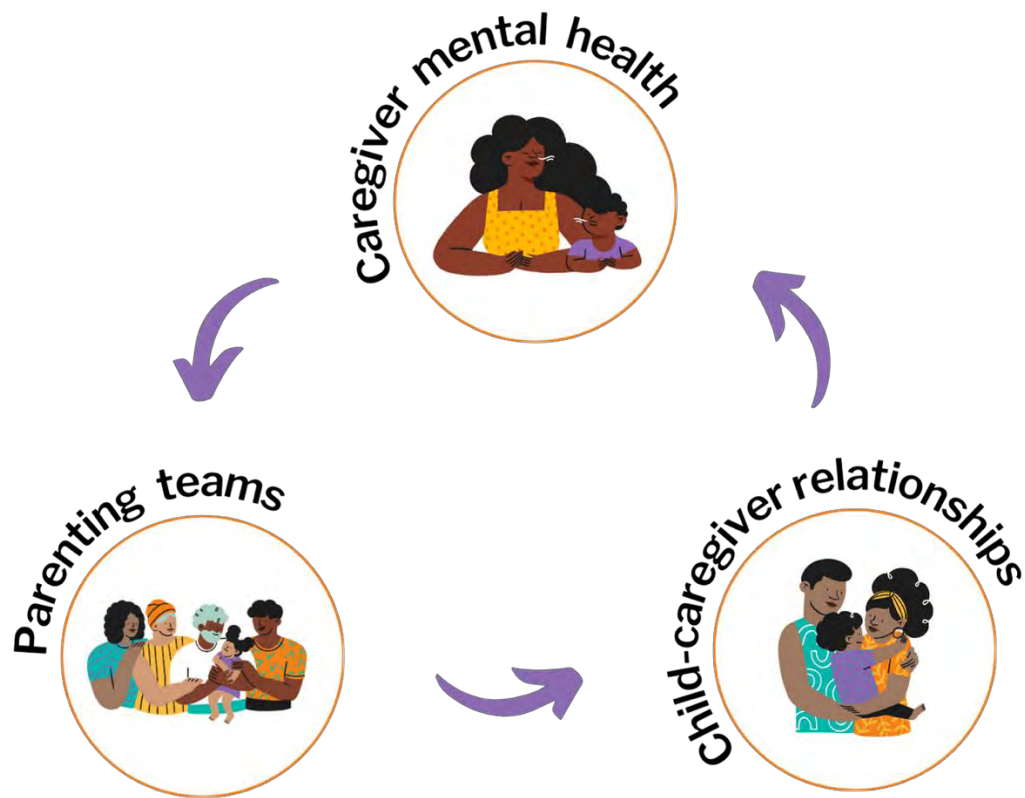
Semillas de Apego

- Community and group-based psychosocial program
- Promotes caregiver mental health and early childhood development in families affected by conflict, displacement, and forced migration

Structure:

- 15 weekly in-person sessions of 2.5 hours
- 15 caregivers per group
- Groups are led by 2 community facilitators

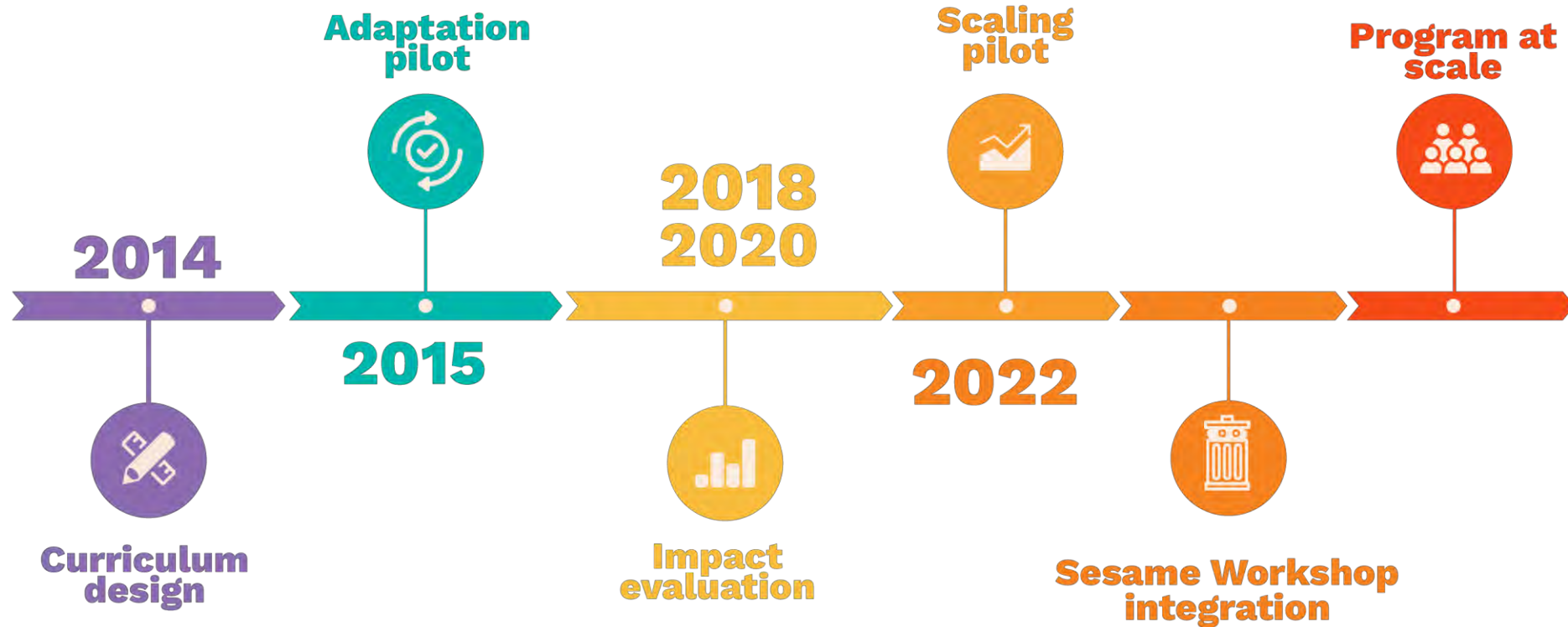




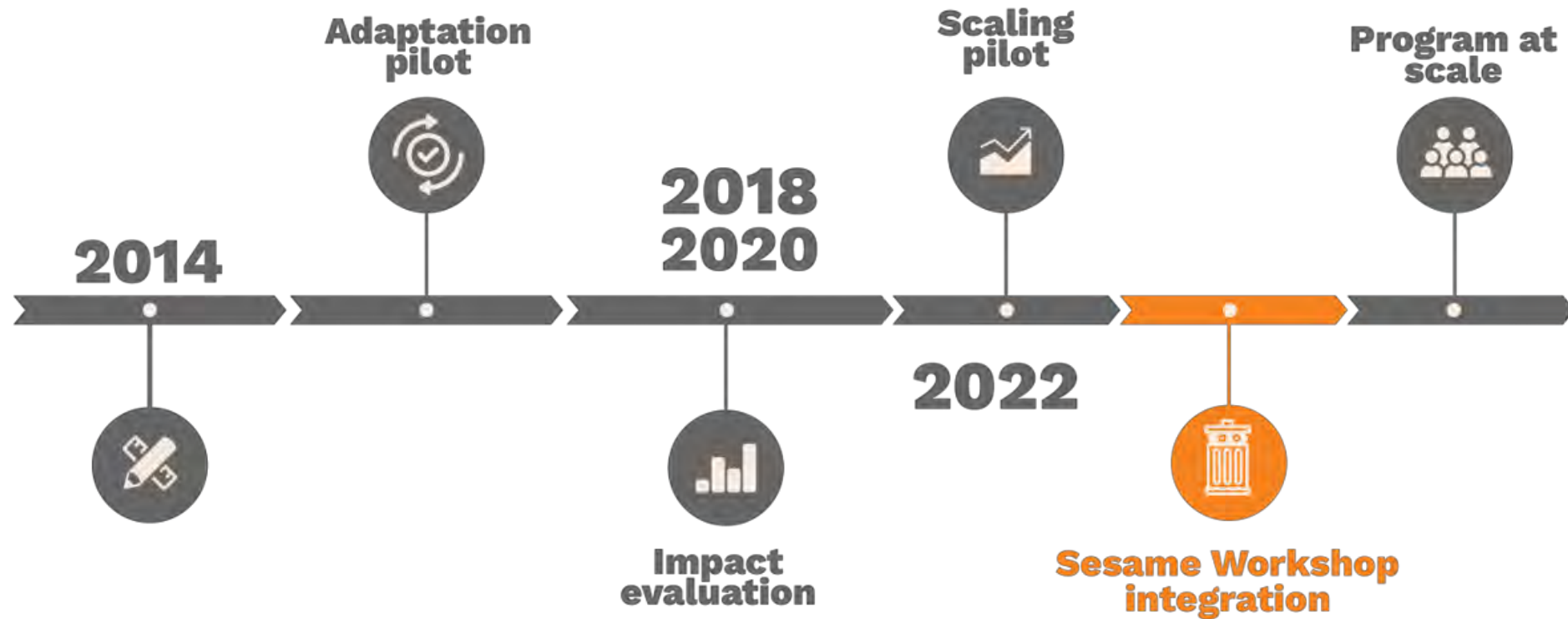
We work in three dimensions:

- Promote caregivers' mental health
- Promote responsive and stimulating caregiving
- Foster parenting teams

10 year Track-record



Stages & Evidence



Semillas de Apego + Watch Play Learn

- 23 Social Emotional Learning videos and 3 visual aids integrated into Semillas de Apego's curriculum
- Starting from week 7 onwards, when we switch focus from caregivers' mental health to children's needs and emotions
- Caregivers received between three and seven videos or visual aids each week
- Caregivers encouraged to view videos at least once a week alongside their children



Integration

Added value

- Content reached children directly, helping them to identify their emotions

Objectives

1. Strengthen caregivers' understanding of children's social-emotional development
2. Increase caregivers' use of age-appropriate social emotional managements strategies for children
3. Strengthen parenting teams by increasing capacity of emotional co-regulation



Delivery mechanism

WhatsApp announcement group and Facebook private groups for each intervention group

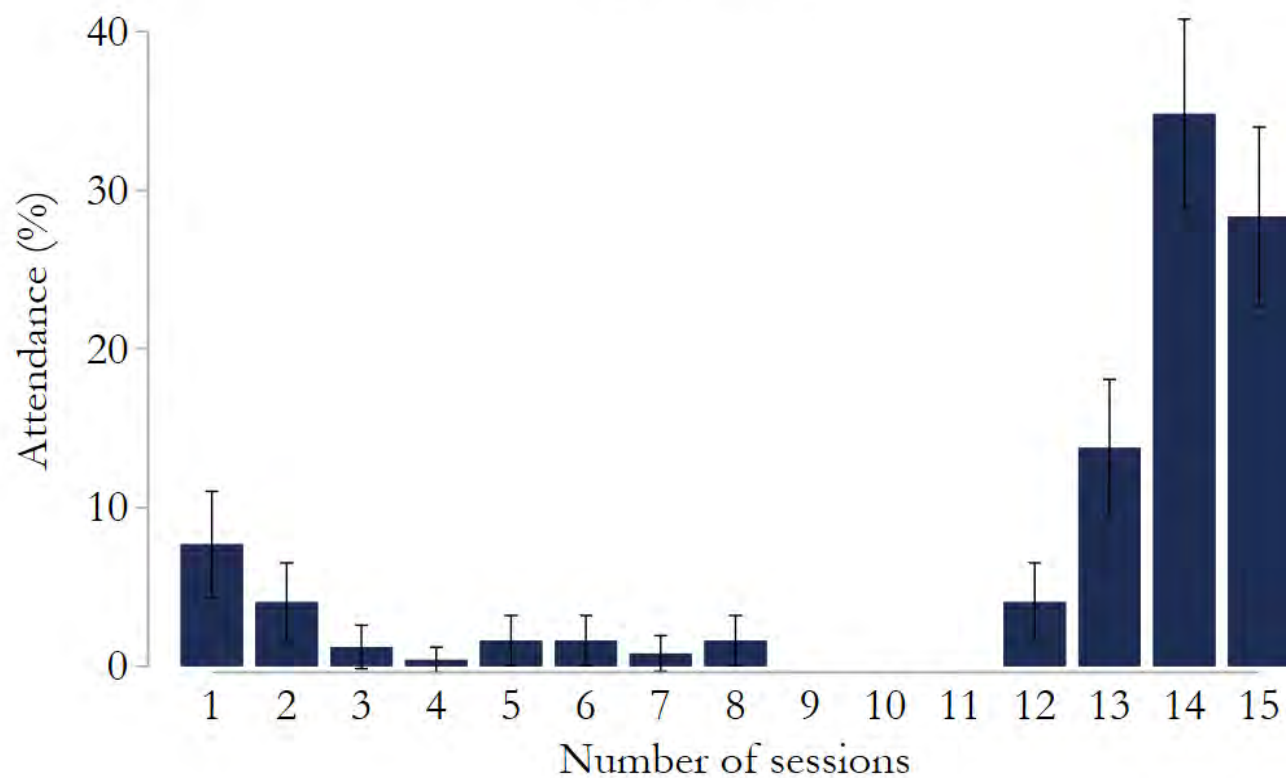


Watch a video demonstrating how this works: <https://bit.ly/SemillasWPLdemo>

Program dosage

73% of caregivers attended 13 or more sessions, conditional on attending at least one session

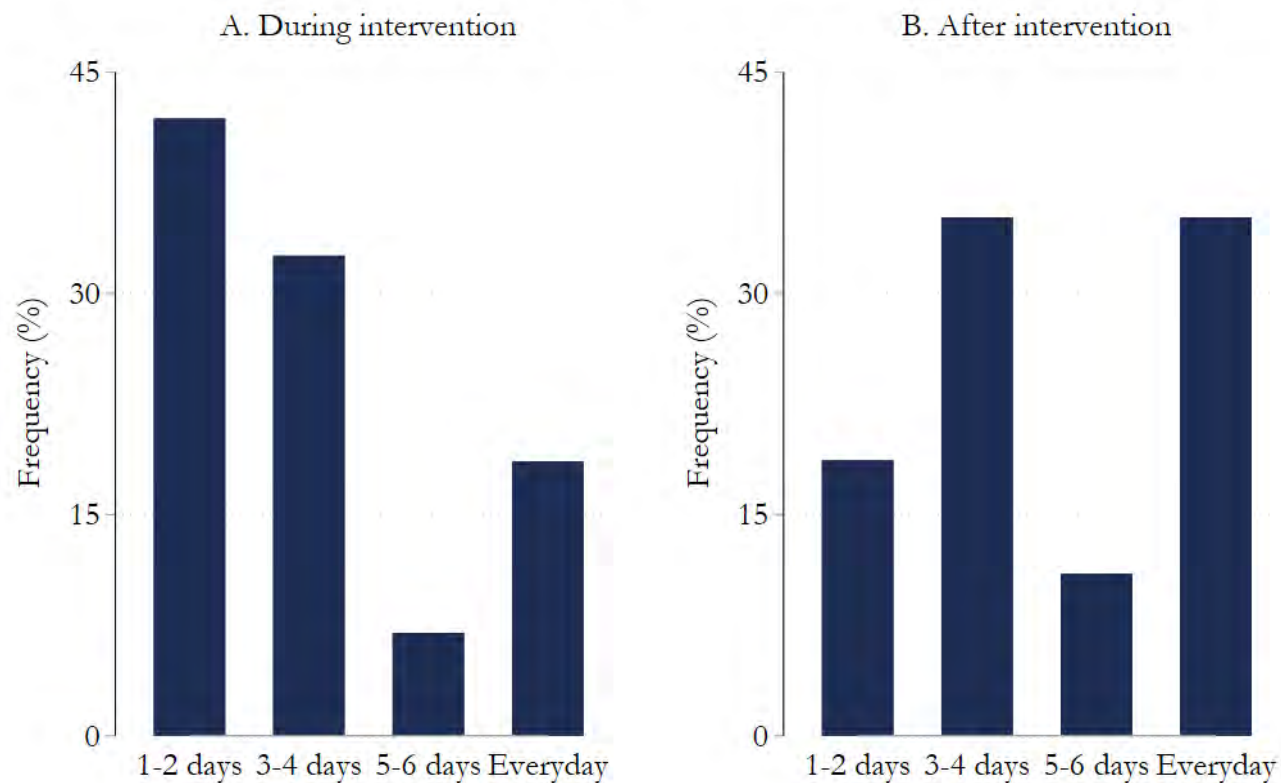
Cohort 1: 2023-01



Video dosage

84% and 40% of caregivers reported watching videos during and after the intervention, respectively

Frequency of Child Engagement with WPL Content



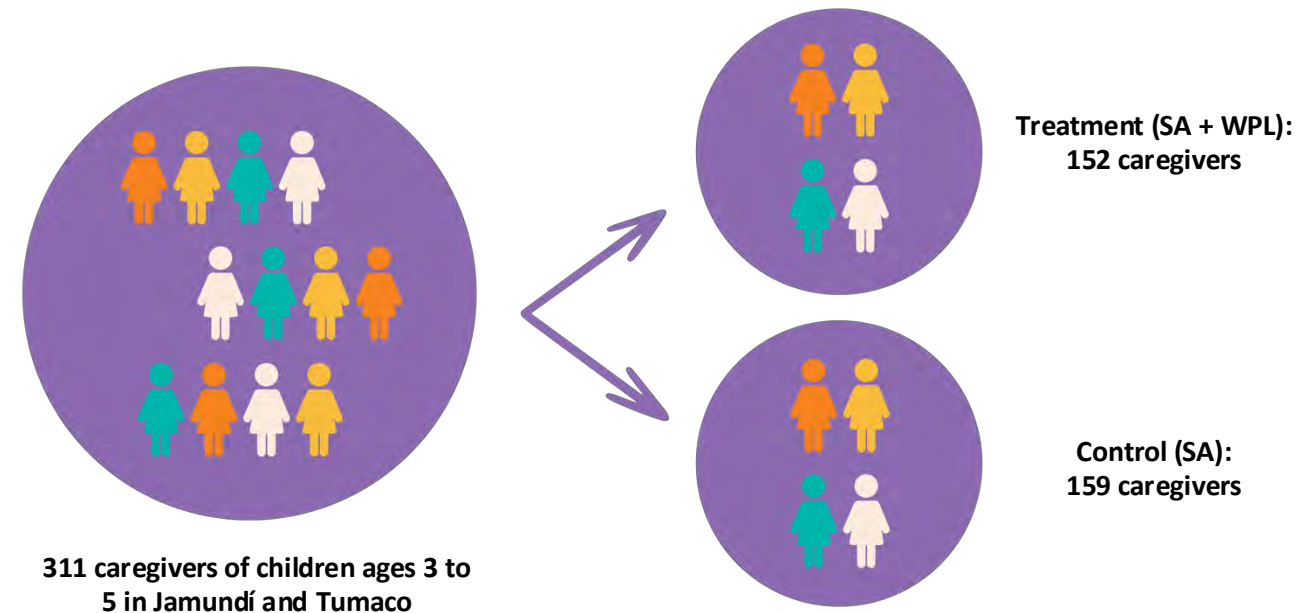
Mixed Methods Evaluation

Quantitative

- Measure the added impact of the integration
- Method: Randomized Controlled Trial
- Data collection: 3 participant surveys (1 baseline, 2 follow ups)

Qualitative

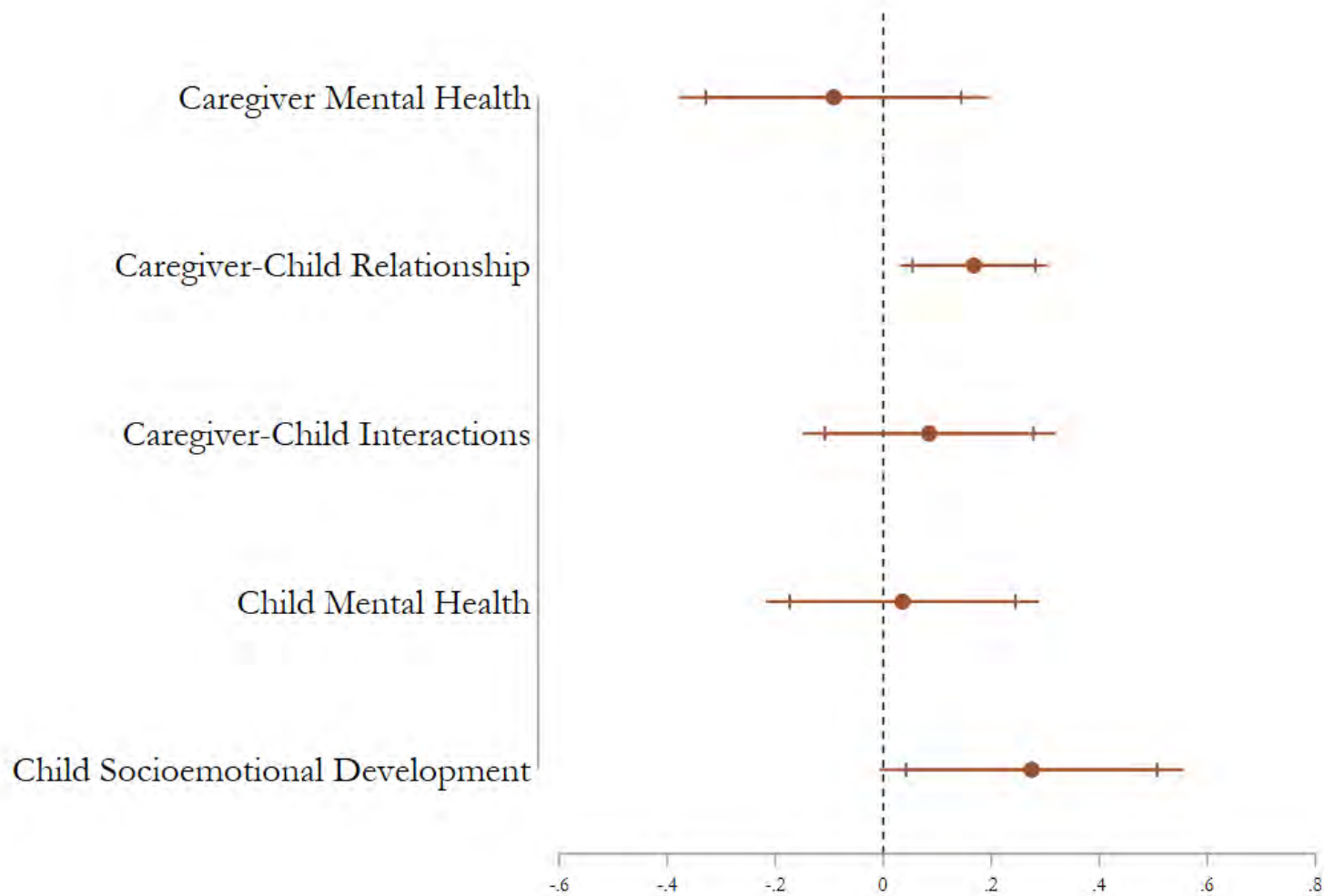
- Understand the mechanisms behind impact
- Method: Thematic networks analysis approach
- Data collection: Focus groups with participants, Individual interviews with technical team (1st follow up)



Evidence of Impact

Quantitative Results

- Impact on two dimensions:
 - Caregiver-Child Relationships
 - Child Socioemotional Development
- Impact driven by a decrease in the caregiver's perception of dependence in the relationship and an increase in child's adaptive functioning
- Further analysis showed caregiver mental health symptoms decreased, but not in the same magnitude as control group



Evidence of Impact

Qualitative results

1. Increased emotion recognition and labeling

- Recognition of emotions such as anger, frustration, and sadness
- Better understanding of underlying reasons for children's behavior

2. Enhanced co-regulation process

- Proficient caregiver self-regulation allowed active participation of caregivers in the co-regulation process

3. Improved children's emotional regulation

- Connection between children's emotions and character emotions
- Videos reinforced coping mechanisms and improved ability to manage their own emotions

4. Children as emotional mediators

- Recognition of emotions of others
- Initiative to breathe, calm down and even show breathing exercises to others

“ I learned to recognize my emotions and those of my child. Many times we get frustrated too, when children are in crisis, so are we. Many times they cry or throw a tantrum and I didn't understand why, now with the videos we learned that they also feel emotions, that they also have their bad days and can feel sadness.”

Focus group, Jamundí

“ Some mothers told us that when other children were playing and started to fight at school, their son would tell them "Don't fight, breathe, let's calm down". Also, when their cousins came home and they were fighting or shouting, the children encouraged them to breathe.”

Technical team, Jamundí

Discussion

- Positive response and strong take up regarding the integration
- WPL content reinforced lessons learned in program sessions
- Integration enhances the impact on caregiver-child relationship and early socioemotional development
- Adjustments to the integration
 1. Refined integration of contents
 2. Refined facilitator training and supervision
 3. Switched our delivery mechanism to just one platform: WhatsApp
 4. Automated the delivery of videos



2,682 caregivers and their children in 11 different municipalities reached

Thank you!



   
@semillasdeapego



Download Our Resources!



Semillas de Apego: Watch, Play, Learn Integration Pilot in Colombia

Integrating Watch, Play, Learn social emotional learning (SEL) videos into Semillas de Apego's community-based psychosocial program for caregivers of young children in communities affected by conflict, forced displacement and migration.

https://bit.ly/WPL_Semillasdeapego



The Value of Educational Media in Crisis Settings

Lessons on the impact and use of media for early childhood development in humanitarian settings

https://bit.ly/Sesame_ValueofMedia



Watch, Play, Learn Early Learning Videos: A Practitioner's Toolkit

Bringing playful early learning to emergency contexts

<https://bit.ly/SWWPLToolkit>



Panel Discussion: Play-Based Learning



A group of colorful Sesame Street puppets are gathered together. In the center, a green puppet with glasses is seated in a purple wheelchair. To the left, a yellow puppet waves, and a blue puppet stands behind it. In the foreground, a purple puppet with pigtails stands. To the right, a red puppet waves, and a large blue puppet with cookies is visible. A small dog puppet is in the bottom right corner. The background is a simple blue sky with a white cloud.

Across all ages and abilities, children can engage in joyful, meaningful, and iterative learning through play.

IRC's experiences in the Middle East designing tools and resources to include children with disabilities

To support the inclusion of children with disabilities in our programs, Play to Learn partners created:

Training modules for staff and caregivers in the Middle East;

Posters, storybooks and other multimedia content for use in early childhood programs for caregivers;

Guidance and tools on how to use multimedia to support disability inclusive early childhood programs.



What's unique?

- ✓ A holistic approach
- ✓ One size does not fit all!
- ✓ Down-top approach
- ✓ Contextualization and localization
- ✓ Flexible and responsive
- ✓ Inclusive and integrated services with Health, Protection, Women Empowerment
- ✓ Capacity strengthening and sharing
- ✓ Continuous process for enhancements based on feedback
- ✓ Stakeholders' engagement and ownership



Including Children with Disabilities in Play to Learn



Let's Play Together!

Inclusion posters and booklets:

- Vision
- Hearing
- Gross motor
- Fine motor
- Intellectual
- Language and communication

play to learn



Let Us Play Together!

Series of seven posters that raise awareness on the needs of children with disabilities.

Let's Play Together!

“Helping me if I have a hearing difficulty”



أهلاً لسلم

تنمية القدرات السمعية في الطفولة المبكرة

أَتَكَلِّمُ بِصَوْتٍ
واضح، وأخبرُ أن
تَرى أَخِي وَجْهِي
عندما أَتَكَلِّمُ

أَخِي يَسْتَمِعُ
لي باهتمام، وَلَا
يَسْتَفْجِلُنِي
عندما أَتَحَدَّثُ



دليل عملي لمقدمي الرعاية للأطفال من الميلاد إلى ثماني سنوات
بما في ذلك الأطفال ذوي الصعوبات السمعية



104-694-0700 Sesame Workshop

أهلاً لسلم

المقدمة

تساعدنا حاسة السمع في التعرف على العالم من حولنا، وهي ضرورية للتواصل والتفاعل مع الآخرين. وتعتبر القدرة على السمع مهمة في مرحلة الطفولة المبكرة على وجه الخصوص؛ لأنها تمكن الطفل من تعلّم اللغة، وتُهيئُه لتعلّم القراءة واكتساب المهارات الاجتماعية. أما إن واجهت تحديًا في السمع لسبب ما، فإنني سأعتمد على مساعدتك لتطوير قدراتي السمعية؛ حينها يمكننا القيام بأشياء كثيرة معًا.

أرجو منك أن تقرأ هذا الكُتُب جيدًا؛ فهو سيُمنِّك من مساعدتي، خاصة إذا ما كنت طفلًا صغيرًا.



TM and ©2021 Sesame Workshop.



اطلب المشورة

اصطحبي إلى طبيب الأطفال إذا لاحظت وجود أي من هذه العلامات التحذيرية لدي؟ فهو سيخبرك إذا ما كان لدي صعوبة في السمع مقارنة بالأطفال الآخرين في عمري. كما يمكنك استشارة أخصائي سمع ونطق أو زيارة منظمة غير حكومية متخصصة في هذا المجال. وإذا أصبت بالتهاب في أذني، حاول أن تحصل على علاج من الطبيب.

لا تقلقي، باستطاعتي القيام بأشياء كثيرة للتغلب على التحديات السمعية الموجودة لدي؛ فأنا قادر على تطوير قدراتي السمعية من خلال التدريب والممارسة، كما أن هنالك طرقًا كثيرة يمكنك أن تساعدني أنت من خلالها لتحقيق ذلك.

طرق لمساعدتي

بإمكانك أن تستعمل هذه المعلومات لمساعدتي على استخدام سمعي بقدر استطاعتي.

وإليك فيما يلي بعض الأفكار.

عندما تكون معي لاحظ طريقة استجابتي للأصوات. ما هي الأصوات التي أمكّن من سماعها بسهولة؟ ما هي الأصوات التي لا أسمعها؟ هل تعمل واحدة من أذني بشكل أفضل من الأخرى؟ ربما يمكنك أن تسأل الآخرين الذين يعرفوني جيدًا أيضًا.

ماذا عن المعينات السمعية؟

سماعات الأذن: استشر الطبيب المختص حول إمكانية تركيب سماعات الأذن لمساعدتي على السمع. تعمل السماعات على البطارية، وتساعد على تضخيم الأصوات عن طريق مكبر صوت صغير الحجم يناسب شكل أذني. ولكن لا تُحدث السماعات فرقًا بالنسبة للجميع، فهي تعتمد على درجة فقدان السمع وسببه، ويمكن تحديد ذلك من خلال إجراء فحص سمع متخصص يمكن عمله في مستشفى، أو منظمة غير حكومية للسمع، أو في المراكز المتخصصة، وقد يتمكن طبيب عام أو المركز الصحي من إرشادك إلى المكان الصحيح.

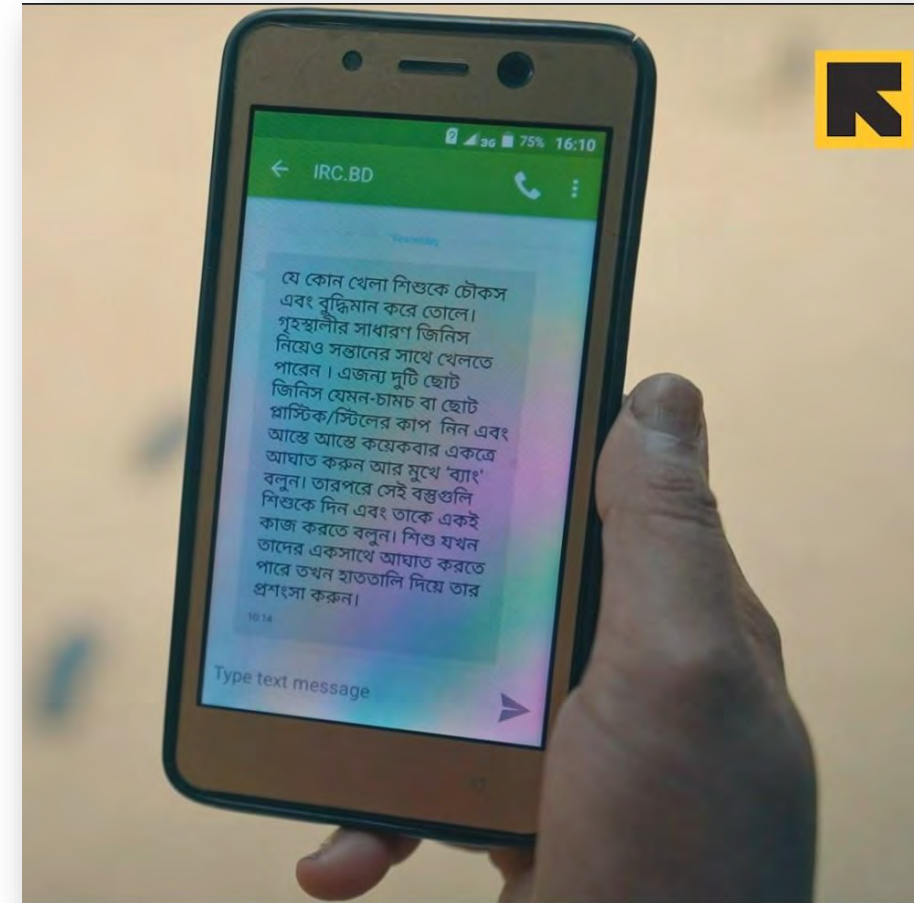


سيقوم الأخصائي بوضع أصوات مختلفة وبأسلوب مرح كي أستمع وأستجيب له وفقًا لذلك، وعند الانتهاء من الفحص سيخبرك عما إذا كنت بحاجة إلى سماعات أم لا. اطلب نسخة من نتائج الفحص؛ فلها قد تكون مفيدة لاحقًا عند مراجعة الطبيب أو عند إعادة الفحص.

زراعة القوقعة: تعتبر زراعة القوقعة خيارًا مناسبًا للأشخاص الذين لديهم فقدان سمع حاد، ولن يفيدهم استخدام سماعات الأذن. ويعتمد نجاح هذا الإجراء على عمر الطفل [يفضل إجراء زراعة القوقعة قبل بلوغ الطفل عمر 4 سنوات] وعلى مقدار التأهيل السمعي والنطقي للطفل بعد العملية. تتوفر مزيد من المعلومات حول هذا الإجراء على الإنترنت.

IVR to support Play at Home

IRC-BD Selected cultural and age-appropriate play-based messages then disseminated to the parents and caregivers through Interactive Voice Response (IVR) so that, they can follow the instructions of play based activities with their children.



IRC Bangladesh

IVR to support Play at Home



A group of children are sitting on a colorful patterned rug in a room with vibrant, decorated walls. The walls feature various posters and drawings. Two children in the foreground are interacting, one in a white shirt and the other in a pink dress. Other children are visible in the background, some sitting and some standing. The overall atmosphere is bright and lively.

Play Preserves Culture

BRAC's Experiences Working in the Rohingya Response in Cox's Bazaar,
Bangladesh

Sarah Sarwar, BRAC











Sesame Workshop Bangladesh Play at Home: an ECD Home Kit

Lilith Dollard, *Director of Education, Sesame Workshop*

Talat Mahmud, *Senior Director, Humanitarian Programs, Sesame Workshop Bangladesh*





Our goals:

- **foster a playful home environment,**
- **increase parent-child interaction through play,**
- **and increase caregiver understanding of learning through play.**


ECD



Materials/contents user guideline

Play to Learn (PTL)
Sesame Workshop

This guideline will help parents to support their children at home every day for at least half an hour to play, draw, practice pre-math activities, pre-writing, etc. Please follow the guidelines to play with toys/puzzles/colors/blocks properly.

Name of the Materials	Instruction of use
<p>1. Storybooks:</p> 	<p>Storybook helps children to build their imagination and increase their vocabulary. In this regard, parents can tell stories to their children every day. They can use books, or they can tell stories from their memories.</p> <p>We suggest parents read out the storybook every alternative day as this intervention provided only 3 storybooks for 6 months. The parents who cannot read can see the picture and can tell a story using their imagination to see the illustration of the page. Our colleagues who will supervise this project will guide how to tell stories using pictures from the books. Parents also can collect storybooks on their own. Alternatively, parents can tell stories to the children about their culture and heritage.</p> <ul style="list-style-type: none"> 6 storybooks for 6 months. <ol style="list-style-type: none"> Dalim Kumer (Burmese and Bangla language) The Colors of the Sky (Burmese and Bangla language) Elmo's Hotchpotch (Burmese and Bangla language) Going Fishing (Burmese and Bangla language) Vooo (Burmese and Bangla language) Healthy Friends (Burmese and Bangla language) 3 will be given to the children, 3 will be given to the volunteers)

The ECD Home Kit includes books, manipulables and toys designed to support holistic development:

- Storybooks (Burmese and Bangla)
- Emotion cards
- Drawing/writing/coloring supplies
- Dice game
- Colorful wooden blocks
- Noor and Aziz (Sesame's Rohingya Muppets) puzzle
- Set of animal toys
- Soft ball
- Soft toys
- Hand puppet
- Bangla/Burmese alphabet cards



Scan QR to see full list of materials and guidance for use

Four ways to use research about play

- To design programs of play
- As a window to hidden bias
- As a counter to believed "truths"
- To inform the what and how

play to learn



Impact Evaluation Results from Play to Learn

These impact evaluations provide evidence to support delivery of play-based programming to children affected by conflict and crisis.



Play Through Rohingya Children's Eyes: a Research Brief



Fathers' Perceptions of Play: Evidence from the Rohingya Camps

Explore the Resource Coll

Click or scan below!



https://bit.ly/PTL_ResourceCollections



Advocacy Resources from Play to Learn

Resources practitioners can use in advocating for high-quality early childhood development in emergencies (ECDiE) programs.



Scaling and Sustaining Impact

Resources from the Play to Learn and Ahlan Simsim projects on scaling early childhood development (ECD) programs in the Middle East and North Africa (MENA) region.



Engaging Caregivers

Play to Learn worked with caregivers to provide responsive and nurturing care, as well as meet their own needs, as people experiencing the stresses of displacement, natural disasters, and economic crises.



Community Engagement and Co-creation

Centering Rohingya knowledge, language, and culture in program design resulted in relevant, adaptable, and effective services.



Play to Learn Highlights: Using Media and Digital Technology

Play to Learn integrated media and digital technology across programs to improve access, cultural relevance, quality, and engagement.



Remote Early Childhood Development (ECD) Services

In Play to Learn, remote early childhood development (ECD) services restored or maintained access to quality services for children and families affected by conflicts or crises.



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Play to Learn Resource Hub

Tools, resources, research, and materials used in real-world early childhood development (ECD) programs serving children affected by conflict and crisis under the Play to Learn project.

Four ways to explore:



Program Catalog

View and download activities, training manuals, monitoring tools, curricula, and other materials from different types of ECD programs.

[Explore the Program Catalog →](#)

Resource Collections

Explore program materials and technical resources by theme.

[Explore Collections →](#)



Cross-sector Integration

Play to Learn works across health, psychosocial support, education, and protection sectors. Take a look at resources and programs curated by sector.



Psychosocial Support



Health



Protection



Education

✦✦ Report

Core Elements of Success

Details on the key factors that led to success across different contexts and types of programs under the Play to Learn project.



Scavenger Hunt

- The Program Catalog:
 - How many programs were delivered in Bangladesh?
 - How many programs were hybrid?
 - How many programs were in the education sector? The health sector?
- The Resource Collections:
 - How many pages appear if you use the advocacy filter?
 - How many pages appear if you use the “Media and digital technology” tag?
- Name one program or resource on the Cross-sector Integration page for Protection

Q&A

Raise your hand or drop a question in the chat



Thank you!

